

Norland Fun Club

Norland School Grounds, Berry Moor Road, Norland, SOWERBY BRIDGE,
West Yorkshire HX6 3RN



Inspection date	9 April 2019
Previous inspection date	13 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and her staff team are committed to providing the best quality experiences that they can for children. They accurately evaluate the quality of the club and are dedicated to making continual improvements. Parents contribute to this process through completing questionnaires.
- Staff carry out daily safety checks to reduce any hazards. This helps them to promote children's safety and welfare at the highest level.
- Staff are warm, caring and attentive to children's individual needs. Children develop trusting relationships, not only with their key person, but with other staff and children. This supports children's emotional well-being effectively.
- Staff regularly observe children and plan for what they need to learn next. They complete thorough assessments of children's progress, which contributes towards ensuring all children make good progress towards the early learning goals.
- Parents speak exceptionally highly of the staff. They comment that they are 'amazing' and 'wonderful' and they would highly recommend the club to other parents.
- Staff do not always collect detailed information from parents about what their children already know and can do to inform their initial assessments when children first start.
- Staff do not work consistently in partnership with other early years settings and schools that children attend to enhance and complement children's learning.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- obtain further information from parents about what their children already know and can do when they first start at the club to support personalised planning from the start
- strengthen partnerships with other early years provision which children attend and develop more effective ways to gather and share information about children's learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector had discussions with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff team complete regular safeguarding training. They know the correct procedures to follow if they have any concerns about a child's welfare, including protecting children from extreme views. Recruitment and induction procedures are robust. This helps to ensure that adults are suitable to work with children. The management team monitors staff performance effectively. Managers regularly observe staff practice and hold individual supervisory meetings. Staff consider their own training needs and where they may need additional support. This means that staff have the opportunity to progress in their professional development. The manager uses achievement information to carefully monitor children's progress and identify how additional funding is to be used. Recent funding has been used to purchase resources to develop children's literacy skills.

Quality of teaching, learning and assessment is good

Staff provide an excellent range of exciting and stimulating activities which ignite children's interest and enthusiasm to learn. For example, children inquisitively explore the spring play tray and eagerly join in with the Easter egg hunt. Staff skilfully use questioning to extend children's thinking and understanding. For instance, they challenge children to consider which animals have feathers. Staff provide many opportunities for children to develop their physical skills. For example, children carefully spoon cake mixture into bun cases and pummel dough. Staff support children to develop good early numeracy skills. They encourage children to count and use mathematical language as they play. Consultation evenings and daily communication books are just some of the ways staff share children's progress with parents.

Personal development, behaviour and welfare are good

Both the indoor and outdoor areas are stimulating and welcoming. They offer a wide range of high-quality and well-organised resources which are easily accessible to children. Children learn about healthy lifestyles. Staff provide healthy and nutritious snacks and children access the outdoor area daily. Furthermore, staff sit and eat with children at mealtimes, talking with them about foods which are good for their bodies. Staff are positive role models to the children in their care. They make good use of praise and clear guidance to support children's good behaviour and growing confidence. There are successful links with the schools that children move on to. Staff take children on regular visits and share useful information about children's achievements.

Outcomes for children are good

Children demonstrate good independence skills. They serve themselves at snack time and put on their own coats before they go outdoors. Children's early literacy skills are developing well. They recognise their name and are beginning to identify the initial letter sound in words. Children build friendships and extend their good social skills. They are motivated in their learning and concentrate on activities that interest them. Children are well prepared for their next stages of learning and eventual move to school.

Setting details

Unique reference number	303784
Local authority	Calderdale
Inspection number	10072794
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 11
Total number of places	20
Number of children on roll	84
Name of registered person	Norland Fun Club Committee
Registered person unique reference number	RP521939
Date of previous inspection	13 June 2016
Telephone number	01422 834705

Norland Fun Club registered in 1996 and is managed by a committee. The club employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The club opens from 7.30am to 6pm from Monday to Friday, during term time only. It provides funded early education for two-, three- and four-year-old children. The club offers children attending the on-site school before- and after-school sessions.

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